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AUTHOR Morrison, Gregory G.
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ABSTRACT

A study was conducted in South Carolina to determine the perceptions of teachers and administrators regarding the definitions and purpose of prevocational education, including identifying the commonalities and differences among programs and course content throughout the state, finding the degree of articulation between prevocational program units and high school/vocational center programs, determining the percentage of prevocational students entering vocational programs, and determining the frequency of use and the need to expand the new prevocational instructional materials developed and implemented in South Carolina. Data were gathered through a literature review and a survey of prevocational teachers, students, and administrators. The study found that there are at least five different organizational structures used in teaching prevocational education in South Carolina, ranging from teaching in a self-contained classroom to having a floating teacher who moves from school to school. It was determined that a discrepancy exists among administrators and teachers regarding the definition of prevocational education. It was also concluded from the study that although there are many prevocational course offerings, they are traditional, and adequate programs are not available for emerging occupations. The study found that a variety of instructional materials for teaching prevocational education is needed, and the materials prepared by the Appalachian Regional Council were recommended. The study did not determine the extent of articulation between the prevocational programs and vocational programs in secondary schools or vocational education centers. As a result of the study, it was recommended that prevocational education be strengthened through inservice training, effective technical assistance, and high quality instructional materials. (KC)

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A STUDY OF PRE VOCATIONAL EDUCATION IN SOUTH CAROLINA

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A STUDY OF PREVOCATIONAL EDUCATION IN SOUTH CAROLINA

Prepared by
Gregory G. Morrison

Research Coordinating Unit
Ancillary Services Section
Office of Vocational Education
Dr. Moody Oswald, Director

Division of Instruction
Sidney B. Cooper
Deputy Superintendent

South Carolina Department of Education
Dr. Charlie G. Williams
State Superintendent

Columbia, South Carolina
July, 1981

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SECTION I

THE NATURE OF THE STUDY

...ocational education is a vital link in the educational process of ...ple. Through an effective prevocational education program, young-... could be guided toward such ends as being more aware of individual ...s and abilities; making better career decisions; having a familiari-...ith a variety of materials, tools, processes, products; developing ... attitudes toward work; and, similar linkages between school and ...ld of work. Because of the importance of prevocational education ...nture of young people in school, it was appropriate to examine ...sting prevocational education program in South Carolina and identify ...eds that might exist related to this program.

...ound for the Study

...n November, 1980, the Vocational Research Coordinating Unit was ...ed the task to develop a plan and conduct a study of prevocational ...ion in South Carolina by July, 1981. The plan consisted of a two ...esign. The first part addressed the research which would describe ...isting prevocational education program in the state and identify the ...related to prevocational education. Using the results of the first ... the second part would focus on the program planning and the formulation

of a model program. This report explains the research phase of the study, methodology, findings, conclusions and recommendations. The second part of the design will be implemented during fiscal year 1982.

Statement of the Problem

The purpose of this study was to identify the needs that exist in the prevocational education program in South Carolina and to make recommendations for improvement based on these identified needs.

Questions to be Answered

The study attempted to answer eight specific questions in the effort to identify the needs that exist in prevocational education programs. The questions were:

1. What classroom organizational structure(s) are used in teaching prevocational education in South Carolina?
2. What are the grade reporting systems used in schools that offer prevocational education: i.e., six weeks reporting periods, nine weeks or other?
3. What is the definition of prevocational education as perceived by administrators and teachers of prevocational education in South Carolina?
4. What are the objectives of prevocational education in South Carolina as perceived by administrators and teachers of these programs?
5. How adequate are the teaching materials used to provide positive learning experiences for prevocational students?
6. Do students who complete a prevocational program tend to enroll in vocational programs offered in the secondary schools of South Carolina?
7. What is the importance of prevocational education as perceived by administrators and teachers of these programs?

8. What would be the cost of equipment to establish an adequate prevocational program?

Organization of the Study

This report is organized in the following manner. Section I presents the nature of the study. Section II explains the research methods used to gather data for the study. Section III contains the findings of the study, including an analysis of the data. Section IV relates the conclusions drawn from the study and makes selected recommendations which result from the study.

SECTION II

RESEARCH METHODS AND PROCEDURES

This section presents the steps that were taken in conducting the study.

Following a review and examination of the South Carolina Office of Vocational Education policies, program objectives, and standards for prevocational education, a comprehensive literature search and survey of state departments of education was conducted to identify reports of similar studies, data collection instruments, program objectives, and standards used by other states or institutions that offer prevocational education or some facsimile. Survey instruments (see Appendix A, page A-3, A-11) were then developed to collect needed information from administrators and prevocational education teachers in South Carolina. The instruments were designed to collect information about occupational areas addressed in prevocational education, the types of instructional program plans (for example, self-contained classroom, floating teacher, etc.) used among institutions, the definition of prevocational education, the objectives that should be taught as a part of a prevocational program and the importance of each, the adequacy of instructional materials and the instructional material needs, an estimate of the number of prevocational students that continue in vocational programs, and the importance of prevocational education.

The item selection process for the survey instruments was accomplished

by the project director with the cooperation and assistance of the state consultant for prevocational education. Many items on the two instruments were identical so that administrators' and teachers' responses could be compared and yet other items were unique to each respondent group. Once the first draft of the instrument was prepared, it was sent to selected individuals for critique. The review committee consisted of a former State Consultant for Prevocational Education, a former prevocational education project director who is now an assistant director of a local vocational education center and two research consultants. The suggestions made by each of these were considered and appropriate modifications were made to the instruments prior to printing.

A special code was assigned to each survey instrument to ensure accuracy and consistency throughout the distribution and monitoring process. All information from schools and individuals have remained anonymous.

All administrators (216) of institutions offering prevocational education programs and all (355) prevocational education teachers, both full time and part time, were mailed a survey instrument. With only one mail-out (due to time limitations) the response rate for administrators was 110 (51 percent) and for teachers it was 196 (57 percent).

In addition to the survey of administrators and teachers, data was obtained from existing Basic Education Data Systems (BEDS) reports to determine the extent to which prevocational education feeder school programs were compatible with the vocational school programs by which they are served.

The data obtained from use of the survey instruments and BEDS report were compiled, tabulated, and analyzed. These analyses were then used as a basis for determining the prevalent needs that exist in the prevocational

education program in South Carolina and to make recommendations for meeting these identified needs.

SECTION III

FINDINGS

This section presents the data collected in the study which were germane to identifying the prevocational education program needs in South Carolina. The data collected from the administrators of prevocational education programs will be presented first. Following this presentation, the data collected from teachers of prevocational education programs will be given.

Respondents Who Were Administrators

Two hundred and sixteen administrators were surveyed with 110 (51 percent) response rate. One hundred and two or 93 percent were male and eight (7 percent) were female. The years of experience as the administrator of the school they were presently in varied by as much as thirty-seven years. Fifty percent or fifty-four of the administrators responding to the survey had served in this capacity for five years or less. Sixteen (15 percent) had served one year or less.

Instructional Program Plans as Reported by Administrators

Each administrator was asked to indicate the instructional program plan that best described the type used in his/her school. The self-contained

classroom plan (one teacher provides instruction in all areas) was by far the most commonly used. Eighty-four (76 percent) of all administrators checked this type plan. Seventy-three (87 percent) of those using the self-contained classrooms indicated that their teachers use the same classroom/laboratory in their teaching while eleven (13 percent) use different classrooms/laboratories to provide instruction.

The next most popular instructional program was the service area rotational plan (one teacher for each area) which was checked by fifteen (14 percent) of the responding administrators.

Table 1 illustrates the responses (number and percentages) for all of the options contained in the survey form.

TABLE 1

ORGANIZATIONAL STRUCTURE OF
PREVOCATIONAL INSTRUCTIONAL PROGRAM PLANS AS
REPORTED BY ADMINISTRATORS

Type Plan	Description	#/%
Self-contained Classroom	one teacher, all areas	84/76%
- same classroom/lab		73/66%
- different classroom/lab		11/10%
Service Area Rotational	one teacher for each area	15/14%
Combined Group	two teachers; one male, one female	6/5%
Floating Teacher	one teacher, one or more areas; for several schools	1/1%
Team Teaching	two or more teachers, same room	0/0%
Other		5/5%

Number of Respondents
% Percent of Respondents

Since five administrators indicated that they have a plan different than those listed in the survey instrument, each is included as described by the

respondents as follows.

1. "Students rotate every two weeks to explore each course offered at the career center."
2. "Shop and physical education instructors teach students flexibly without locking themselves specifically into any one plan or framework."
3. "Three prevocational teachers teach two vocational areas each. Students rotate each nine week period. Each teacher has a classroom and two laboratories."
4. "One teacher instructs four groups on a rotation plan each nine week period."
5. "The prevocational program consists of home economics, woodshop, and agriculture. The homemaking teacher is female and works primarily with girls and the woodshop teacher also teaches some agriculture and works primarily with boys."

Grade Reporting Systems as Reported by Administrators

Two types of grade reporting systems are used in South Carolina schools -- nine week and six week sessions. Nine week sessions are used by ninety-six (85 percent) of those responding compared to sixteen (15 percent) who use a six week session plan.

Definition of Prevocational Education as Reported by Administrators

Five options were provided from which to select the definition that corresponded most closely to that of each administrator. Although definition three in Table 2 was chosen most frequently by forty-three (38 percent) of all respondents in the study, the number choosing this option does not

represent the majority of the administrators. Furthermore, definitions two (twenty-nine/26 percent) and four (twenty-seven/24 percent) reflect nearly equal response frequencies indicating a significant discrepancy among administrators regarding the definition of prevocational education.

TABLE 2

DEFINITION OF PREVOCATIONAL EDUCATION AS REPORTED BY ADMINISTRATORS RESPONDING TO SURVEY

Definition	%/#
1. A program of study organized to assist learners in acquiring knowledge and developing skills necessary for entry into a chosen career.	12/11%
2. A program of study that acquaints students with a wide range of materials, tools, processes, products, and occupations within various industries and assists them in developing effective attitudes about work and the use of leisure time.	29/26%
3. A program through which students may have occupational exploration experiences and be provided guidance services to help them identify their abilities and interests leading to the selection of one or more careers.	43/38%
4. A program which provides students the opportunity to explore various worker roles and working conditions through personal observation and hands-on experience as well as examine the responsibilities, rewards, satisfactions, and negative aspects of a variety of career areas.	27/24%
5. A program which offers students the opportunity to evaluate their abilities as workers and to become familiar with job requirements.	1/1%

% Percent Selecting Definition
# Number Selecting Definition

Program Objectives for Prevocational Education as Reported by Administrators

The administrators were provided a list of thirty-seven program objectives and were asked to check those which they thought should be taught as a part of a prevocational education program. While the majority of administrators agreed that thirty-five of the objectives should be taught, 75 percent

or more of the administrators indicated that twenty-nine of the objectives (see Appendix B, page B-2) should be taught. Fifty percent or more of the administrators agreed that only two of the objectives should not be taught as a part of a prevocational program. These objectives were: "to prepare for employment in an occupation" and " to develop employment skills and competence to enter the job market".

In addition to the question about whether or not to teach an objective, the administrators were asked to rate the importance of each objective they thought should be taught using a scale of one to five with one being "extremely important" and five being "not at all important".

Listed in Table 3 are ten objectives determined to be the most important from the twenty-nine "should be taught" objectives. The criterion used to identify these objectives was that 75 percent or more of the administrators rated each one either "1=extremely important" or "2=very important".

TABLE 3

TEN MOST IMPORTANT PREVOCATIONAL EDUCATION PROGRAM OBJECTIVES AS PERCEIVED BY ADMINISTRATORS

Objective	Taught #/%	Importance #/%
Prevocational education should help students:		
1. learn about career opportunities.	93/100%	85/95%
2. determine interests (likes and dislikes).	85/92%	66/76%
3. learn how to work with and get along with others.	88/97%	69/80%
4. develop basic concepts about safety in work.	89/96%	79/89%
5. develop an appreciation of basic skills (reading, math, writing, etc.) in relationship to work.	83/91%	68/81%
6. develop insights into various facets of the world of work.	89/96%	82/92%

TABLE 3
(cont.)

Objective	Taught #/%	Importance #/%
7. perform self-evaluations of their interests, abilities, and values related to a variety of occupational roles.	85/93%	69/79%
8. develop an understanding of the value and dignity of work.	91/99%	81/90%
9. use tools and materials properly and safely.	89/96%	78/88%
10. develop respect for qualityworkmanship and for the value of all labor.	89/96%	74/84%

Number of Respondents
% Percent of Respondents

Instructional Materials Needs as Reported by Administrators

Administrators were asked to share their perceptions regarding instructional materials used by their teachers. When asked if teachers had adequate materials, seventy-four (69 percent) said yes and thirty-three (31 percent) said no.

When asked if they were familiar with the material developed under the Appalachian grant, eighty-five (77 percent) of the administrators responded yes while twenty-three (26 percent) responded no. Of the administrators familiar with the material, sixty-one (73 percent) indicated that their schools had received the learning activity packages (LAPs - booklets) component of the program. Thirteen percent or eleven administrators indicated that their school had not received the LAPs and an equivalent number did not know if the LAPs had been received by their school.

When asked if their teachers had made requests to use the resource kits designed to complement the ARC LAPs, thirty-one (39 percent) said yes, thirty-

two (40 percent) said no, and seventeen (21 percent) said they did not know.

Respondents who were familiar with the comprehensive ARC prevocational materials but had never used them in their schools were asked if they thought the material would help their teachers improve their prevocational program. Of the sixty respondents for which the question was applicable, forty-three (72 percent) said they thought the material would help improve their prevocational program. Only one respondent said no it would not help while the remaining sixteen (27 percent) said they did not know.

In an attempt to determine the type and variety of prevocational courses offered among the institutions, all administrators were asked to list those available at their schools. Since the list is rather extensive, it is not included in the body of this report. (For those interested, the list may be found in Appendix C, page C-2.) The ten most frequently offered courses are listed in Table 4.

TABLE 4

THE TEN PREVOCATIONAL EDUCATION COURSES
MOST FREQUENTLY OFFERED TO STUDENTS
AS REPORTED BY ADMINISTRATORS

Course*	No. of Respondents
1. Building Construction, Carpentry, Woodworking	67
2. Electricity	40
3. World of Work	37
4. Drafting, Mechanical Drawing	34
5. Small Engines	29
6. Masonry	27
7. Welding	26
8. Agricultural Mechanics	22
9. Auto Mechanics	16
10. Home Economics	15

*Because of the similarity and nature of several of the courses listed

by administrators, some have been consolidated in this table and in the appendix. However, they have also been listed independently in the appendix under the common title established by Table 4.

It is interesting to note that there is a high correlation between the courses offered in schools and the subject/occupational areas addressed by the materials provided under the ARC grant. This may be due in part to the intent of the prevocational project which was designed to provide instructional aids for the most commonly taught prevocational subject/occupational areas.

Enrollment in Vocational Education as Reported by Administrators

Based on past experience and knowledge of their students, administrators were asked to estimate the percentage of students completing prevocational education in the 1980-81 school year who would enroll in some area of vocational education. A scale from 10 to 100 in intervals of ten was provided for their responses. There was no consistency clearly established or pattern in the tabulated responses. This occurance was not completely unexpected since the question involved a large variation in administrative experience, a wide range of choices, limited and varying student follow-up systems, and the fact that the question called for an estimation. Also a careful examination of the responses by years of experience did not result in any meaningful patterns or trends.

Importance of Prevocational Education as Reported by Administrators

When asked to rate the importance of prevocational education, sixty-two (55 percent) of the respondents said prevocational education was "extremely

important" and 104 (93 percent) said it was either "extremely" or "moderately" important to the entire educational program. Only two administrators said it was "unimportant".

A number of free response comments were added giving reasons for these ratings. A listing is provided in Appendix D, page D-2 of the most common positive and negative reasons.

Costs of Equipment to Establish a Prevocational Education Program as Reported by Administrators

The administrators were asked to estimate the amount of money each would need for equipment to establish a complete prevocational program like the one they have in their schools. It is difficult to determine the amount of money needed to purchase equipment for a prevocational education program because of the variety in the occupational areas that may be offered, the institutions and classrooms used, and the types of program plans employed. This difficulty is evidenced by the fact that twenty-eight (25 percent) of the administrators responding to the survey made no effort to estimate the cost to establish a program even like the ones in their schools.

In an effort to give administrators a point of reference for this question, the respondents were asked to submit their estimates based on the type of program plan they have in their institution (i.e., self-contained, service area rotational). In spite of the limits set by the question there was a significant discrepancy between the high ($300,000) and the low ($500) estimates. The costs were, therefore, consolidated into the following range categories: less than $500, $5,000 to $9,000, $10,000 to $20,000, $25,000 to $50,000, and equal to or greater than $100,000. In general, thirty-two

(39 percent) respondents indicated that it would cost $5,000 or less to establish a prevocational program such as theirs; eleven (13 percent) said it would cost between $5,000 and $9,000; twenty-one (26 percent) said $10,000 to $20,000; thirteen (sixteen percent) said $25,000 to $50,000; and five (6 percent) said it would cost $100,000 or more to set up such a program.

An examination of the cost data in relationship to the various prevocational program plans addressed in question four of the survey reveals the following: fifty-eight (71 percent) administrators indicated that prevocational education was provided to students using the self-contained, same laboratory setting. Of the fifty-eight respondents choosing this most frequently chosen option, twenty-five (43 percent) indicated that it would cost less than $5,000 to establish a complete prevocational program of this type. However, in contrast, the majority (thirty-three/57 percent) of administrators using the same type of program plan indicated it would cost more than $5,000 to establish such a program.

Since only a few (twenty-four/29 percent) cost estimates were made for the remaining prevocational program options, the data has been presented in Table 5 for comparison.

TABLE 5

ESTIMATED COSTS OF ESTABLISHING A PREVOCATIONAL EDUCATION PROGRAM AS REPORTED BY ADMINISTRATORS

	Program Plan					
Cost Group	service area rotational	self-contained same lab	self-contained different lab	combined group	floating teacher	other
Less than $5,000	4/5%	25/30%	2/2%	1/1%	0	0
$5,000 - $9,000	1/1%	8/10%	1/1%	0	1/1%	0
$10,000 - $20,000	0	16/20%	2/2%	2/2%	0	1/1%
$25,000 - $50,000	2/2%	6/7%	3/4%	2/2%	0	0
$100,000 or more	0	3/4%	1/1%	0	0	1/1%
Total	7/9%	58/71%	9/11%	5/6%	1/1%	2/2%

Teacher Respondents

Three hundred and fifty-five full-time and part-time prevocational teachers were surveyed. Survey forms were received from 197 (55 percent) of the teachers. One hundred and fifty-two (77 percent) were male and forty-five (23 percent) were female.

The range of teaching experience among the respondents was twenty-seven years. One hundred and eight (58 percent) have been teaching prevocational education five years or less while 174 (93 percent) have taught ten years or less.

The majority (115/58 percent) of the respondents teach prevocational education part-time. Eighty-two (42 percent) are full-time prevocational teachers.

Many of the prevocational teachers, whether full-time or part-time, are certified to teach in more than one area. Most of the full-time teacher respondents are certified in Trade and Industrial Education (twenty-eight/15 percent) followed by Industrial Arts (twenty-three/12 percent), and Agriculture (ten/5 percent). Most part-time prevocational teachers are certified in Trade and Industrial Education (thirty-three/17 percent), twenty-four or 13 percent are certified in Agriculture and seventeen (9 percent) in Home Economics. A detailed breakdown of the number and types of certificates held by prevocational teachers may be found in Appendix E, page E-2.

Only eight instructors teach in more than one school.

Instructional Program Plans as Reported by Teachers

Each teacher was asked to select from a list the type of program plan

that best describes the one each uses. The one most commonly selected was the self-contained, same laboratory plan chosen by 100 (51 percent) of the teachers. The next most commonly used plan was the service area, rotational plan selected by sixty-three (32 percent) of the respondents. Each of the options provided in the survey are listed in Table 6 for comparison. The response pattern is consistent with that of the administrators.

TABLE 6

ORGANIZATIONAL STRUCTURE OF
PREVOCATIONAL INSTRUCTIONAL PROGRAM PLANS
AS REPORTED BY TEACHERS

Type Plan	#/%
Self-contained Classroom	118/60%
- same classroom/laboratory	100/51%
- different classroom/laboratory	18/9%
Service Area Rotational	63/32%
Combined Group	6/3%
Floating Teacher	0
Team Teaching	2/1%
Other	6/3%

= Number of Respondents
% = Percent of Respondents

Grade Reporting Systems as Reported by Teachers

The majority (161/84 percent) of teachers indicated that they taught under a nine week grading session compared to thirty-one (16 percent) who follow a six week session schedule.

Definition of Prevocational Education as Reported by Teachers

Teachers' opinions regarding the definition of prevocational education vary considerably. Of the five definitions listed in Table 7, definitions three and four were selected by the same number of teachers (fifty-nine/32 percent) and most often as their perceptions of the purpose of prevocational education. Also being selected by 26 percent of the respondents was definition two. A detailed breakout of the responses may be found in Table 7.

TABLE 7

DEFINITION OF PREVOCATIONAL EDUCATION
AS REPORTED BY TEACHERS RESPONDING TO SURVEY

Definition	#/%
1. A program of study organized to assist learners in acquiring knowledge and developing skills necessary for entry into a chosen career.	14/8%
2. A program of study that acquaints students with a wide range of materials, tools, processes, products, and occupations within various industries and assists them in developing effective attitudes about work and the use of leisure time.	47/26%
3. A program through which students may have occupational exploration experiences and be provided guidance services to help them identify their abilities and interests leading to the selection of one or more careers.	59/32%
4. A program which provides students the opportunity to explore various worker roles and working conditions through personal observation and hands-on experience as well as examine the responsibilities, rewards, satisfactions, and negative aspects of a variety of career areas.	59/32%
5. A program which offers students the opportunity to evaluate their abilities and to become familiar with job requirements.	5/3%

Number Selecting Definition
% Percent Selecting Definition

Program Objectives for Prevocational Education as Reported by Teachers

The teachers were provided the same list of thirty-seven program objectives as were the administrators and asked to indicate whether or not each objective should be taught as a part of prevocational education. Eighty-two percent or more of the teachers indicated that all thirty-seven objectives should be a part of the prevocational program. (See Appendix B, page B-2.)

In addition to designating "should be taught" objectives, the teachers were asked to indicate the extent to which they teach each objective they consider appropriate for prevocational education by checking the appropriate item on the rating scale of: "thoroughly", "moderately", "minimally" or "not at all". This information and the "should be taught" information was combined to identify the most important prevocational objectives.

Listed in Table 8 are nine objectives that were identified as the most important to a prevocational program. The criteria used to select these objectives were: ninety percent of the teachers must have designated them as "should be taught" objectives and indicated that they taught the objective either "thoroughly" or "moderately".

TABLE 8

NINE MOST IMPORTANT PREVOCATIONAL EDUCATION PROGRAM OBJECTIVES AS PERCEIVED BY TEACHERS

Objective	Should Be Taught #/%	Extent Taught #/%
Prevocational education should help students:		
1. learn about career opportunities.	118/98%	176/94%
2. determine interests (likes and dislikes).	187/86%	168/90%

TABLE 8
(cont.)

Objective	Should Be Taught #/%	Extent Taught #/%
3. learn how to work and get along with others.	191/98%	182/97%
4. develop basic concepts about safety in work.	188/99%	174/94%
5. develop insights into various facets of the world of work.	186/98%	169/92%
6. develop an understanding of the value and dignity of work.	190/98%	176/94%
7. develop self-discipline.	183/96%	165/90%
8. use tools and materials properly and safely.	182/96%	171/92%
9. develop respect for quality workmanship and for the value of all labor.	188/98%	169/91%

Number of Respondents
% Percent of Respondents

Instructional Materials as Reported by Teachers

When asked if they had adequate instructional materials to provide good learning experiences for prevocational students, one hundred and twenty-one (64 percent) of the teachers said yes and sixty-eight (36 percent) said no.

Prevocational education teachers use a variety of instructional materials including textbook, self-made items, commercial materials, other teacher-made aids, and material prepared under special grants and contracts. An examination of the types of materials used and the frequency with which they are used indicated that the type of material used by the greatest number of teachers (164/83 percent) was self-made materials.

Seventy-one percent or 139 use the textbook; sixty-four percent (126) use commercial materials; fifty-six percent (110) use the Appalachian grant material; and forty-five percent (89) use material produced by other teachers.

The amount of time a teacher spends using the various types of materials is quite diverse. A close look at each type of instructional material will illustrate this observation.

Teacher-made materials are the most popular among teachers and most of the teachers (fifty-three/32 percent) said they use them between twenty-six and fifty percent of the time. Forty-one or twenty-five percent use them between eleven and twenty-five percent of the time.

Although textbooks are the next most often used instructional aid, they are used by sixty-five percent of the respondents twenty-five percent of the time. Only nine percent of the teachers use a textbook fifty to 100 percent of the time.

The use of commercial materials is very similiar to that of the textbooks. Most of the respondents (38 percent) use this type of material between eleven and twenty-five percent of the time with sixty-eight percent using this type less than twenty-five percent of the time.

While fifty-six percent of the respondents use the South Carolina Appalachian project materials in one form or another, nearly three-fourths (72 percent) use the material less than twenty-five percent of the time and eleven percent use this type between fifty and 100 percent of the time.

Materials prepared by teachers are frequently shared among peers. However, even though nearly half (45 percent) of the respondents use other teachers' materials, they are used minimally. The majority of the respondents (53 percent) indicated that they use other teachers' materials ten percent of the time and eighty-six percent of them use these materials twenty-five percent or less of the time.

As expected, some teachers indicated that they use materials not represented

by any of the above classifications. Only twenty-four (12 percent) of the teachers use material in this category and twenty-two (92 percent) of them use the material twenty-five percent or less of the time while twelve (50 percent) use them ten percent of the time or less.

Prevocational education teachers were asked a number of questions about the Appalachian project materials to determine their familiarity with the material and the extent to which the material is used. When teachers were asked if they had heard of the ARC materials, 149 (92 percent) responded yes and only twelve (8 percent) responded no.

Since the material consists of a set of learning activity packages (LAPs - booklets) and resource materials (kits of tools and aids) to complement the booklets, questions were directed at both components.

One hundred and nine or sixty-seven percent of the teachers indicated that they had received a set of the LAPs while fifty-two (32 percent) indicated they had not received them. Those who had received the LAPs were asked to indicate the extent to which they used them. More than half (55 percent) indicated that they use the material "to a small extent" (28 percent) or "not at all" (27 percent). One-fourth (25 percent) use them "to a moderate extent".

When asked if they had used the kits (resource materials), ninety-eight (62 percent) responded no and sixty (38 percent) responded yes. Of the sixty-five respondents who had used the kits, thirty-eight (58 percent) had used from one to ten of them; twenty (31 percent) had used between eleven and twenty-five while only seven (11 percent) had used between twenty-six and seventy-five kits.

In spite of the limited use by teachers who had access to the material,

sixty-three percent of the teachers who have never used the materials said yes when asked if they thought the materials would help improve the prevocational program while eleven (8 percent) responded no and twenty-five (26 percent) indicated they did not know.

Instructional Materials Needs As Reported by Teachers

A list of ninety occupational areas subdivided by program area (i.e., Agriculture, Business and Office, T&I, etc.) was provided to the prevocational teachers and each was asked to check all of those for which they would like to have prevocational instructional materials. Survey forms were received from teachers at 102 schools. Of these schools, ninety-six indicated a need for additional materials. Appendix F, page F-2 contains a compilation of the responses to this question. The ten most frequently chosen instructional material needs are listed in Table 9.

TABLE 9

TEN MOST FREQUENTLY NEEDED INSTRUCTIONAL MATERIALS
AS REPORTED BY PREVOCATIONAL TEACHERS

Item	#/%
Safety	98/50%
Choosing a Career	87/44%
Education and Jobs	82/42%
Interviewing and Working Relationships	80/41%
Basic Electricity	79/40%
Small Engine Repair	71/36%
Building Construction	69/35%
Personality Development	66/34%
Arc Welding	64/32%
Employment and American Economic Systems	62/31%

Number of Respondents
% Percent of Respondents

Hands-On Activities as Reported by Teachers

The teachers were asked to indicate by a scale including up to 25%, 26%-50%, 51%-75%, and 76%-100% the amount of time they allow students to work on projects or experience hands-on activities. The majority of respondents (130/69 percent) allow students to experience hands-on activities twenty-six to seventy-five percent of the time with most of these teachers (seventy/37 percent) spending between fifty-one to seventy-five percent of the class time on such activities. Also, fifty-five percent (104) of the teachers provide for hands-on activities between fifty-one and one hundred percent of the time while twenty-three (12 percent) teachers allow twenty-five percent or less of the class time for this type of activity.

Enrollment in Vocational Education as Reported by Teachers

The response to "what percentage of your prevocational students would you estimate enroll in vocational education courses each year?" resulted in data representing no clear pattern or consistency for an accurate and meaningful interpretation. Reasons shared in the administrators' section for this development is applicable to the teacher portion.

Importance of Prevocational Education as Reported by Teachers

Teachers are clearly in agreement regarding the importance of prevocational education. One hundred and seventeen or 61 percent rated it "extremely important". Another sixty-one (32 percent) rated it "moderately important", thus 93 percent (178) consider prevocational education either "extremely important" or "moderately important" compared to only seven percent (14) who

rated it either "minimally important" or "unimportant". See Appendix D, page for the free response reasons teachers chose to rate prevocational education as they did.

Summary

This section presented findings which should be used to answer the eight specific questions which were posed in an effort to identify the needs that exist in prevocational education programs in South Carolina. The data collected from the administrators of prevocational education programs was analyzed first. This was followed with an analysis of the data collected from prevocational teachers. Conclusions and recommendations based upon the information gained will be given in Section IV.

SECTION IV

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the needs that exist in the prevocational education program in South Carolina and to make recommendations for improvement of the program based on the identified needs. The conclusions and recommendations are presented in this chapter.

Conclusions Drawn From The Study

A conclusion drawn from the study was that there are at least five different organizational structures used in teaching prevocational education in South Carolina. These structures ranged from teaching in a self-contained classroom to having a floating teacher who moved from school to school. (See Tables 1 and 6). There were reports of non-structured programs in which instructors were to have flexibility in teaching without being required to follow a specific plan or framework.

It was ascertained from the study that there are two grade reporting systems used by prevocational educators--nine weeks and six weeks sessions.

From the study it was determined that a discrepancy exists among administrators and teachers regarding the definition of prevocational education. It is concluded that a commonly accepted definition of prevocational education should result in synthesizing the prevocational effort in

South Carolina.

It was concluded from the study that the state of South Carolina does not have an adopted list of prevocational educational program objectives.

It was concluded from the study that, although there are many prevocational education course offerings (See Table 4 and Appendix C, page C-2) the offerings tend to follow traditional offerings and adequate programs are not available related to the growing occupations that are emerging in South Carolina: i.e., Machine Shop, Medical Careers, Cashiers, etc.

The study clearly indicated that the prevocational teachers need a wide variety of instructional materials in order to be most effective with their instructional programs. It was found that the Appalachian Regional Council developed prevocational instructional material has received limited use by South Carolina teachers. It was concluded that both administrators and teachers would be receptive to using the ARC materials.

This study failed to determine the extent to which feeder school prevocational programs were compatible with the vocational programs offered in the secondary schools or vocational education centers.

As a result of this study it was concluded that the vast majority of teachers and administrators surveyed consider prevocational education extremely important to the entire educational program.

The study failed to determine the cost of equipping an adequate prevocational program; however reported estimated costs are presented in Table 5 for purposes of examination.

It was concluded from this study that certain changes should be made in prevocational education in South Carolina in order for the purpose of the program to be fully realized. Recommendations for change are made in

...ip be provided by appropriate persons

... organizational structures for teaching

... educators should know the acceptable

...e, and what the limits might be in terms

... carefully monitored and evaluated to

...cture enhances the purposes of pre-

...tional structures are found which are

...ection should be immediately provided to

... effective and acceptable.

...ffering prevocational programs is done

... system. It is recommended that leader-

...tional educators in implementing the most

...e in keeping with their grade reporting

...finition of prevocational education should

...tional effort in South Carolina, it is

...tions be taken: (1) Present the state

... prevocational education to administrators and

... which to develop and establish program

... a general information publication consisting

... objectives of prevocational education. Make

... to teachers and administrators; (3) Conduct

...ers and administrators to assure that the

definition of prevocational education is understood and that the objectives and purpose of prevocational education are implemented in a systematic manner.

It is recommended that a state adopted list of program objectives be established for prevocational education which will be consistent with the state adopted definition of prevocational education, and which should provide guidance to local administrators, program planners, and teachers. The list should consist of the objectives considered essential to the formulation and implementation of an effective basic prevocational program and should include other objectives which might be used to expand or enhance such a program. An essential objective that should be included would require exploration of new and emerging occupations that are found in the local area. The adopted objectives should be placed in appropriate official documents and distributed to appropriate personnel.

It is recommended that a plan be developed and implemented to provide prevocational teachers with the variety of instructional materials needed in order to be most effective with their programs. Existing materials could be made available or new materials developed as necessary.

Based on the findings of this study, it is strongly recommended that every effort should be made to establish and maintain a comprehensive prevocational education system through meaningful in-service training, effective technical assistance and high quality instructional materials. Every effort should be made to establish prevocational education as a strong, essential element to the entire educational system.

It is hoped that the purposes of prevocational education programs in South Carolina will be more fully realized when the recommendations resulting from this study are implemented.

APPENDIX A

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

May 21, 1981

Dear Administrator:

The Office of Vocational Education is in the process of examining the prevocational program in South Carolina. As a part of this examination, we are surveying administrators and prevocational teachers throughout the State to gather information which will help us determine ways to improve our prevocational programs and services. From your responses we will be able to provide more relevant and effective inservice training, develop plans to provide needed instructional materials, and develop resources to help administrators and teachers effectively implement and manage prevocational programs.

We need your help. Please take a few minutes to complete the enclosed survey form and return it in the enclosed self-addressed envelope by May 29, 1981. If you should have any questions about the survey or study, please write or call:

Gregory G. Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education
916 Rutledge Building
Columbia, South Carolina 29201
758-2358

Thank you for your cooperation and support.

Sincerely yours,

Moody Oswald

Moody Oswald, Director
Office of Vocational Education

MO:cd

Survey No.

Charlie G. Williams
State Superintendent of Education

South Carolina
Prevocational Education Survey

ADMINISTRATORS

The PURPOSE of this survey is to examine and identify prevocational program needs.

INSTRUCTIONS: Please read through the entire survey before entering your responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you place a check mark (✓) in the space provided and others require you to write in your responses or comments.

If you cannot answer a question or if a question does not apply to you, please leave it blank.

PREVOCATIONAL EDUCATION PROGRAM
ADMINISTRATORS SURVEY

1. Sex: _____ Female _____ Male

2. How many years have you served as the administrator of your school? _____

3. What prevocation occupational areas does your school offer to students? Please list.

_____ _____

_____ _____

_____ _____

4. Listed below are a number of prevocational instructional program plans that have been or are being used in schools throughout South Carolina. Please check the type of program which best describes the one you use.

_____ Service Area Rotational Plan - This plan requires one teacher for each exploratory area. For example, one teacher would instruct six groups of students in electricity on a six week grading scheme.

_____ Self-Contained Classroom Plan - One teacher is used to provide instruction in all exploratory areas. If you check this item, please check one of the following:

_____ All instruction is provided in the same classroom/laboratory.

_____ Instruction is provided in different classroom/laboratories.

_____ Combined Group Plan - This plan requires two teachers, one male who instructs both boys and girls in traditional male occupations and one female who instructs both boys and girls in traditional female occupations.

_____ Team-Teaching Plan - Two or more teachers are used in the same laboratory, each supervising a series of activities in one or more exploratory areas, with students exploring all areas.

_____ Floating Teacher Plan - One teacher is used to provide instruction in one or more exploratory areas at several different schools.

_____ Other (please describe) _____

_____

_____

_____

_____

5. Which of the following grading systems does your school use?

_____ Six week sessions

_____ Nine week sessions

6. Check the statement below which best represents your definition of prevocational education.

_____ A program of study organized to assist learners in acquiring knowledge and developing skills necessary for entry into a chosen career.

_____ A program of study that acquaints students with a wide range of materials, tools, processes, products, and occupations within various industries and assists them in developing effective attitudes about work and the use of leisure time.

_____ A program through which students may have occupational exploration experiences and be provided guidance services to help them identify their abilities and interests leading to the selection of one or more careers.

_____ A program which provides students the opportunity to explore various worker roles and working conditions through personal observation and hands-on experience as well as examine the responsibilities, rewards, satisfactions, and negative aspects of a variety of career areas.

_____ A program which offers students the opportunity to evaluate their abilities as workers and to become familiar with job requirements.

SDE 26-209b-00
(This form becomes obsolete 6-30-81)

7. Listed below are a number of objectives that could apply to a prevocational education program. In Column 1, check YES if you feel that the objective is appropriate for a prevocational program; NO if you feel that the objective is NOT appropriate for a prevocational program. Please be sure to check either YES or NO for each objective listed. In Column 2, please rate the importance of only those objectives for which you checked YES in Column 1.

Objective	Column 1: Objective Should Be Taught YES	Column 1: NO	Column 2: If objective should be taught, rate its importance. Importance of Objective 1=Extremely important 5=Not at all important (Circle One)
Prevocational education should help students			
1. learn about career opportunities			1 2 3 4 5
2. determine interests (likes and dislikes)			1 2 3 4 5
3. identify skills and abilities			1 2 3 4 5
4. select a career			1 2 3 4 5
5. prepare for employment in an occupation			1 2 3 4 5
6. develop skills through hands-on experiences			1 2 3 4 5
7. make decisions about pursuing vocational training opportunities			1 2 3 4 5
8. make decisions about pursuing college training opportunities			1 2 3 4 5
9. learn how to work with and get along with others			1 2 3 4 5
10. develop an understanding about common skills, knowledge, processes, and procedures that can be transferred from one occupation to another			1 2 3 4 5
11. develop basic concepts about safety in work			1 2 3 4 5
12. develop an appreciation of basic skills (reading, math, writing, etc.) in relationship to work			1 2 3 4 5
13. develop decision-making skills			1 2 3 4 5
14. increase understanding of their own behavior and the behavior of those around them			1 2 3 4 5
15. have experiences that help them adapt to a changing society			1 2 3 4 5
16. assist in clarifying a basic set of ethical values			1 2 3 4 5
17. increase intellectual curiosity, judgement, and imagination			1 2 3 4 5
18. develop positive attitudes about continuing learning activities throughout life			1 2 3 4 5
19. develop insights into various facets of the world of work			1 2 3 4 5
20. perform self-evaluations of their interests, abilities, and values related to a variety of occupational roles			1 2 3 4 5
21. develop an understanding of the value and dignity of work			1 2 3 4 5

Objective	Column 1: Objective Should Be Taught YES	Column 1: NO	Column 2: If objective should be taught, rate its importance. Importance of Objective 1=Extremely Important 5=Not at all Important (Circle one)
22. develop employment skills and competence to enter the job market			1 2 3 4 5
23. develop skills for decision-making and planning activities as preparation for career selection and future education related to his/her life's work			1 2 3 4 5
24. develop habits of responsible citizenship			1 2 3 4 5
25. develop self-discipline			1 2 3 4 5
26. learn to use natural resources effectively			1 2 3 4 5
27. learn to use human resources effectively			1 2 3 4 5
28. identify problems related to production			1 2 3 4 5
29. plan logical solutions to problems related to production			1 2 3 4 5
30. use tools and materials properly and safely			1 2 3 4 5
31. evaluate consumer products			1 2 3 4 5
32. understand employers' expectations in a variety of occupational areas			1 2 3 4 5
33. acquire knowledge about job requirements, job opportunities, and educational background needed to advance on the job			1 2 3 4 5
34. develop respect for quality workmanship and for the value of all labor			1 2 3 4 5
35. understand the basic principles of our economic system			1 2 3 4 5
36. develop an interest in pursuing avocational interests			1 2 3 4 5
37. develop a desire to pursue recreational interests			1 2 3 4 5

8. a. Does your prevocational program have adequate instructional materials to provide good learning experiences for students?

_____ Yes _____ No

b. If NO, explain.

_____

_____

9. a. Have you seen and/or heard of the prevocational education learning activity packages (booklets) and kits (resource materials - tools, aids, etc.) developed under a grant by the Appalachian Regional Commission and the S. C. Department of Education?

_____ Yes _____ No

If you responded NO proceed to question 11. If you responded YES, continue with question 9b.

9. b. Has any teacher in your school received a set of the booklets?

_____ Yes _____ No _____ Don't know

c. Has any teacher in your school made requests to use any of the kits?

_____ Yes _____ No _____ Don't know

10. If you are familiar with the materials referred to in question 9 but have never used them in your school, do you think they would help your teacher(s) improve the prevocational program?

_____ Yes _____ No _____ Don't know _____ Not Applicable

11. Based on your past experience and knowledge of your students, what percentage of your prevocational program completers would you estimate will enroll in vocational education? (1980-1981 completers)

10 20 30 40 50 60 70 80 90 100

12. a. How would you rate the importance of prevocational education to the entire educational program?

_____ Extremely important

_____ Moderately important

_____ Minimally important

_____ Unimportant

b. Why? _____

_____

_____

13. Please estimate the amount of money you would need to purchase the equipment necessary to establish a complete prevocational program like the one you checked in question 4.

$ _____

THANK YOU FOR COMPLETING THE FORM. PLEASE INSERT THE COMPLETED QUESTIONNAIRE IN THE PRE-ADDRESSED ENVELOPE PROVIDED AND RETURN IT TO:

South Carolina Department of Education
Office of Vocational Education
916-A Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

SDE 26-209b-00

(This form becomes obsolete 6-30-81)

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

May 21, 1981

Dear Teacher:

The Office of Vocational Education needs your help by sharing with us information about your prevocational education program. Our office is conducting a survey to gain a better understanding of prevocational education in South Carolina so that we may develop plans and conduct activities that will improve our prevocational program.

Please take a few minutes to complete the enclosed survey and return it in the self-addressed envelope provided by May 29, 1981.

If you should have any questions about the survey or the study, please write or call:

Gregory G. Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education
916 Rutledge Building
Columbia, South Carolina 29201
758-2358

Thank you for your cooperation and support.

Sincerely yours,

Moody Oswald

Moody Oswald, Director
Office of Vocational Education

MO:cd

Survey No.

Charlie G. Williams
State Superintendent of Education

South Carolina
Prevocational Education Survey

TEACHERS

The PURPOSE of this survey is to examine and identify prevocational program needs.

INSTRUCTIONS: Please read through the entire survey before entering your responses so that you are aware of all of the kinds of questions you will be asked. Some of the questions ask that you place a check mark (✓) in the space provided and others require you to write in your responses or comments.

If you cannot answer a question or if a question does not apply to you, please leave it blank.

PREVOCATIONAL EDUCATION PROGRAM
TEACHER SURVEY

1. Sex: _____ Female _____ Male

2. How many years have you taught prevocational education courses? _____

3. a. Do you teach prevocational education subjects full time____ or part time ____ ?

   b. What prevocational subject(s) do you teach? Please list below.

   _____ _____

   _____ _____

   _____ _____

4. In which of the following vocational education area(s) are you certified? Please check all that apply.

   _____ Agriculture _____ Home Economics

   _____ Business and Office _____ Industrial Arts

   _____ Marketing and Distributive Ed. _____ Trade and Industry

   _____ Health Occupations _____ None/Not Applicable

5. Do you teach prevocational education in more than one school?

   _____ Yes _____ No

   If Yes, in which type(s) of school do you teach prevocational education?

   _____ Vocational Center

   _____ High School

   _____ Junior High School

   _____ Middle School

SDE 26-209a-00
(This form becomes obsolete 6-30-81)

6. Listed below are a number of prevocational instructional program plans that have been and are being used in schools throughout South Carolina. Please check the type of program which best describes the one that you use.

_____ Service Area Rotational Plan - This plan requires one teacher for each exploratory area. For example, one teacher would instruct six groups of students in electricity on a six week grading scheme.

_____ Self-Contained Classroom Plan - One teacher is used to provide instruction in all exploratory areas. If you check this item, please check one of the following:
_____ All instruction is provided in the same classroom/laboratory.
_____ Instruction is provided in different classroom/laboratory.

_____ Combined Group Plan - This plan requires two teachers, one male who instructs both boys and girls in traditional male occupations and one female who instructs both boys and girls in traditional female occupations.

_____ Team-Teaching Plan - Two or more teachers are used in the same laboratory, each supervising a series of activities in one or more exploratory areas, with students exploring all areas.

_____ Floating Teacher Plan - One teacher is used to provide instruction in one or more exploratory areas at several different schools.

_____ Other (please describe) _____

_____

_____

7. Which of the following grading systems is your school using?

_____ Six week sessions _____ Nine week sessions

8. Check the statement below which best represents your definition of prevocational education.

_____ A program of study organized to assist learners in acquiring knowledge and developing skills necessary for entry into a chosen career.

_____ A program of study that acquaints students with a wide range of materials, tools, processes, products, and occupations within various industries and assists them in developing effective attitudes about work and the use of leisure time.

_____ A program through which students may have occupational exploration experiences and be provided guidance services to help them identify their abilities and interests leading to the selection of one or more careers.

_____ A program which provides students the opportunity to explore various worker roles and working conditions through personal observation and hands-on experience as well as examine the responsibilities, rewards, satisfactions, and negative aspects of a variety of career areas.

_____ A program which offers students the opportunity to evaluate their abilities and to become familiar with job requirements.

9. Listed below are a number of objectives that could apply to a prevocational education program. In Column 1, check YES if you feel that the objective is appropriate for a prevocational education program; NO if you feel that the objective is NOT appropriate for a prevocational program. Please be sure to check either YES or NO for each objective listed. In Column 2, please check the item that describes the extent to which you teach each objective. Be sure you check one item in Column 2 for each objective listed.

Objective	Column 1: Objective Should Be Taught		Column 2: Extent to which objective is taught. Please check.			
	YES	NO	Thoroughly	Moderately	Minimally	Not at all
Prevocational education should help students						
1. learn about career opportunites						
2. determine interests (likes and dislikes)						
3. identify skills and abilities						
4. select a career						
5. prepare for employment in an occupation						
6. develop skills through hands-on experiences						
7. make decisions about pursuing vocational training opportunities						
8. make decisions about pursuing college training opportunities						
9. learn how to work with and get along with others						
10. develop an understanding about common skills, knowledge, processes, and procedures that can be transferred from one occupation to another						
11. develop basic concepts about safety in work.						
12. develop an appreciation of basic skills (reading, math, writing, etc.) in relationship to work.						
13. develop decision-making skills						
14. increase understanding of their own behavior and the behavior of those around them.						
15. have experiences that help them adapt to a changing society						
16. assist in clarifying a basic set of ethical values						
17. increase intellectual curiosity, judgement, and imagination.						
18. develop positive attitudes about continuing learning activities throughout life						
19. develop insights into various facets of the world or work						
20. perform self-evaluations of their interests, abilities, and values related to a variety of occupational roles						

SDE 26-209a-00
(This form becomes obsolete 6-30-81)

Objective	Objective Should Be Taught		Extent to which objective is taught. Please check.			
	YES	NO	Thoroughly	Moderately	Minimally	Not at all
21. develop an understanding of the value and dignity of work						
22. develop employment skills and competence to enter the job market						
23. develop skills for decision-making and planning activities as preparation for career selection and future education related to his/her life's work						
24. develop habits of responsible citizenship						
25. develop self-discipline						
26. learn to use natural resources effectively						
27. learn to use human resources effectively						
28. identify problems related to production						
29. plan logical solutions to problems related to production						
30. use tools and materials properly and safely						
31. evaluate consumer products						
32. understand employers' expectations in a variety of occupational areas						
33. acquire knowledge about job requirements, job opportunities, and educational background needed to advance on the job						
34. develop respect for quality workmanship and for the value of all labor						
35. understand the basic principles of our economic system						
36. develop an interest in pursuing avocational interests						
37. develop a desire to pursue recreational interests						

10. Do you have adequate instructional materials to provide good learning experiences in the prevocational subject or subjects which you teach?

_____ Yes

_____ No

11. Which of the following best describes the type of instructional materials you use and the amount of time you use it? Please check all that apply.

Type of Material	% of Time Used (Circle)				
_____ Textbook	0-10	11-25	26-50	51-75	76-100
_____ Material developed by you	0-10	11-25	26-50	51-75	76-100
_____ Material developed by other teachers	0-10	11-25	56-50	51-75	76-100
_____ Material developed under a South Carolina grant from the Appalachian Regional Commission and the South Carolina Department of Education	0-10	11-25	26-50	51-75	76-100
_____ Commercially Prepared Material	0-10	11-25	26-50	51-75	76-100
_____ Other (please describe)	0-10	11-25	26-50	51-75	76-100

_____

_____

12. Have you seen and/or heard of the prevocational education Learning Activity Packages (booklets) and kits (resource materials - tools, aids, etc.) developed under a South Carolina grant by the Appalachian Regional Commission and the South Carolina Department of Education? (If NO, proceed to question 16.)

_____ Yes _____ No

13. a. Do you have a set of the Learning Activity Packages (LAP's) - booklets referred to in question 12?

_____ Yes _____ No

b. To what extent have you used the LAP's - booklets?

_____ To a very great extent

_____ To a great extent

_____ To a moderate extent

_____ To a small extent

_____ Not at all

14. a. Have you used any of the kits (referred to in question 12) which were prepared to be used with the LAP's?

_____ Yes _____ No

b. If yes, how many of the kits have you used? Please circle response.

up to 10 11-25 26-50 51-75 76-100

15. If you are familiar with the materials (referred to in question 12) but have never used them, do you think they would help you improve the prevocational program?

_____ Yes

_____ No

_____ Don't know

_____ Not applicable

16. Listed below are a number of areas commonly taught in prevocational education programs. Please check all of those for which you would like to have prevocational instructional materials.

Agriculture
- ___ Agriculture Production
- ___ Agriculture Sales and Services
- ___ Forestry
- ___ Plant Propagation
- ___ Ornamental Horticulture
- ___ Seed Germination
- ___ Forestry, Seedlings
- ___ Electric Motors
- ___ Livestock Management
- ___ Soil Conservation
- ___

Health Education
- ___ Thermometer
- ___ Practical Nursing
- ___ Nursing Assistant
- ___ Dental Assistant
- ___ Operating Room Technician
- ___ Respiratory Therapy Technician
- ___

Home Economics Education
- ___ Child Care Services
- ___ Restaurant
- ___ Weighing and Measuring
- ___ Finger Painting
- ___ Housing and Home Furnishings
- ___ Catering
- ___ Basic Cake Decorating

Marketing and Distributive Education
- ___ Cashiering
- ___ Mathematics for Basic Merchandising
- ___ Purchasing Fashion Merchandise
- ___ Fiber and Fabric Identification
- ___ Product Fact Sheet
- ___ Shadow Box Display
- ___ Advertising
- ___ Marketing Functions
- ___ Fashion Show
- ___ Display
- ___ Wardrobe Coordination
- ___

Business and Office Education
- ___ Vending Machine Accounting
- ___ Duplicating Clerical
- ___ Business Communications
- ___ Consumers
- ___ Banking
- ___ Commercial Mailing
- ___ Keypunch
- ___ Receptionist
- ___ Clerical
- ___ Calculators
- ___ Desk Accessories
- ___ Data Processing - Flowcharting
- ___ Payroll Accounting
- ___

Trade and Industrial Education
- ___ Safety
- ___ Cosmetology, Hair Care
- ___ Basic Electricity
- ___ Painting and Decorating
- ___ Small Engine Repair
- ___ Brick Masonry
- ___ Drafting and Design
- ___ Cabinetmaking
- ___ Auto Service Repair
- ___ Metal Working, Forging
- ___ Machine Shop
- ___ Small Appliance Repair
- ___ Power Mechanics
- ___ Building Construction
- ___ Sheetmetal
- ___ Industrial Sewing
- ___ Auto Mechanic--Electrical
- ___ Automotive Body Repair
- ___ Tailoring
- ___ Power Electricity
- ___ Textiles
- ___ Silk Screen Printing
- ___ Plumbing
- ___ Gas Welding
- ___ Radio and TV Repair
- ___ Electronics
- ___ Cosmetology, Skin Care
- ___ Commercial Art
- ___ Tile Setting
- ___ Reading on Architect's Scale
- ___ Block Masonry
- ___ Air Conditioning
- ___ Machine Shop
- ___ Arc Welding
- ___ Heating
- ___ Rubber Stamp, Graphic Arts
- ___ Weavers Knot, Textiles
- ___

World of Work
- ___ Employment & Am. Economic Systems
- ___ Money Mgt. - Financial and Credit
- ___ Personality Development
- ___ Choosing a Career
- ___ Education and Jobs
- ___ Interview and Working Relations
- ___

Other Areas of Need

_____

_____

_____

_____

_____

17. What percent of class time do you usually allow for students to work on projects or experience hands-on activities? Circle your response.

up to 25% 26-50% 51-75% 76-100%

18. What percentage of your prevocational students would you estimate enroll in vocational education courses each year? Circle one.

10 20 30 40 50 60 70 80 90 100

19. a. How would you rate the importance of prevocational education to the entire educational program?

_____ Extremely important

_____ Moderately Important

_____ Minimally Important

_____ Unimportant

b. Why? _____

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THE FORM.

Please insert the completed questionnaire in the pre-addressed envelope provided and return it to:

South Carolina Department of Education
Office of Vocational Education
916-A Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

SDE 26-209a-00
(This form becomes obsolete 6-30-81)

APPENDIX B

PREVOCATIONAL PROGRAM OBJECTIVES

Objectives	Should Be Taught Administrators	Teachers
Prevocational education should help students:		
1. learn about career opportunities.	X	X
2. determine interests (likes and dislikes).	X	X
3. identify skills and abilities.	X	X
*4. select a career.		X
**5. prepare for employment in an occupation.		X
6. develop skills through hands-on experiences.	X	X
7. make decisions about pursuing vocational training opportunities.	X	X
*8. make decisions about pursuing college training opportunities.		X
9. learn how to work with and get along with others.	X	X
10. develop an understanding about common skills, knowledge, processes, and procedures that can be transferred from one occupation to another.	X	X
11. develop basic concepts about safety in work.	X	X
12. develop an appreciation of basic skills (math, reading, writing, etc.) in relationship to work.	X	X
13. develop decision-making skills.	X	X
14. increase understanding of their own behavior and the behavior of those around them.	X	X
15. have experiences that help them adapt to a changing society.	X	X
16. assist in clarifying a basic set of ethical values.	X	X
17. increase intellectual curiosity, judgement and imagination.	X	X
18. develop positive attitudes about continuing learning activities throughout life.	X	X
19. develop insights into various facets of the world of work.	X	X
20. perform self-evaluations of their interests, abilities, and values related to a variety of occupational roles.	X	X
21. develop an understanding of the value and dignity or work.	X	X

PREVOCATIONAL PROGRAM OBJECTIVE
(cont.)

Objectives	Should be Taught Administrators	Teachers
**22. develop employment skills and competence to enter job market.	X	X
23. develop skills for decision-making and planning activities as preparation for career selection and future education related to his/her life's work.	X	X
24. develop habits of responsible citizenship.	X	X
25. develop self-discipline.	X	X
26. learn to use natural resources effectively.	X	X
27. learn to use human resources effectively.	X	X
*28. identify problems related to production.		X
*29. plan logical solutions to problems related to production.		X
30. use tools and materials properly and safely.	X	X
*31. evaluate consumer products.		X
32. understand employers' expectations in a variety of occupational areas.	X	X
33. acquire knowledge about job requirements, job opportunities, and educational background needed to advance on the job.	X	X
34. develop respect for quality workmanship and for the value of all labor.	X	X
35. understand the basic principles of our economic system.	X	X
36. develop an interest in pursuing avocational interests.	X	X
*37. develop a desire to pursue recreational interests.		X

** Over 50 percent of the administrators indicated that these objectives should not be a part of a prevocational program.

* Over 25 percent of the administrators agreed that these objectives should not be a part of a prevocational education program.

APPENDIX C

PREVOCATIONAL EDUCATION COURSE OFFERINGS

1. Agriculture Education 36

   Agriculture Mechanics (22), Farm Mechanics (2), Horticulture (9), Gardening (1), Landscaping (2)

2. Business and Office Education 33

   Accounting (1), Clerical (1), Consumer Ed (2), Office Procedures (1), Typing (3), General Business (12), World of Work (6), Office Machines (3), Shorthand (1), Typing (2), Charm (1)

3. Health Education 13

   World of Work (10), Medical Careers (2), Nursing Careers (1)

4. Home Economics Education 42

   Child Care (5), Nutrician (1), Food Services (8), General Home Economics (15), Clothing Services (5), Housing and Home Care (3), Family Life (2), Furnishings (2), Hygiene (1)

5. Marketing & Distributive Education 15

   General Distributive Education (10), Marketing (3), Advertising (1), Cashier (1)

6. Trade & Industrial Education 348

   Appliance Repair (2), Auto Body (3), Auto Mechanics (16), Auto Technology (1), Blue Print Reading (1), Building Construction (31), Carpentry (11), Ceramics (3), Cabinet Making (2), Cosmetology (3), Drafting and Mechanical Drawing (34), Electricity (40), Electronics (1), Graphic Arts/Communications and Printing (11), Heating, Air Conditioning, and Refrigeration (7), Industrial Sewing (9), Machine Occupations (1), Machine Shop (5), Masonry (24), Metals Technology (11), Painting and Decorating (5), Photography (3), Plumbing (9), Power Mechanics (12), Sheet Metals (6), Silk Screening (1), Small Engines (36), Small Gasoline Motors (5), Textiles (8), Tile Setting (1), Welding (41), Woods Technology (1), Woodwork (41)

7. Miscellaneous 76

   Leather Crafts (2), Safety (2), World of Work (61), Work Habits Development (1), Career Choices (4), Industrial Arts (6)

APPENDIX D

IMPORTANCE OF PREVOCATIONAL EDUCATION

Administrators' Opinions - Free Response Questions

Positive Reasons:

* "The pre-voc program as instituted is an excellent recruitment tool for regular vocational programs. Also it provides a 'testing' program for admission, expecially in the career exploratory program (10th grade)."

* "Prevocational education allows the students an opportunity to explore areas of vocational interest."

* "Because all students are not college material, but can be successful in a trade."

* "Prevocation gives students decision making prowess which cannot be achieved in any other course."

* "Prevocational education gives students a chance to select areas of interest and it is a good recruiting program from which teachers can select students for regular vocational programs."

* "Provides an orientation for career choices and course selection."

* "The program helps pupils going into vocational courses to select their areas of study. Those not going into vocational are given some skills which will be helpful in every day life."

* "The prevocational education program answers the needs of a large segment of our student population and helps enable students to more wisely choose their vocational field."

* "It gives a well rounded program and opportunity for all students to develop mental and motor skills."

* "Because we live in a technical society, and students need to know all they can about the world of work."

* "It provides a place for those students who will not fit into the academic program."

* "To help students preview vocational opportunities available to them at the AVC, and enable them to select a course of study best suited for their skills and abilities."

* "Because this area can be expecially beneficial to all types of students and this program is especially helpful in getting students interested in career opportunities."

* "It helps identify skills and processes necessary for succeeding in the world of work and aids in making vocational choices."

* "It helps to develop good self-concepts and attitudes toward work."

* "This program is necessary for most students to understand their aptitudes and desires and to make career decisions."

* "This program helps these students remain in school until they can get into a regular vocational program."

* "Because it is a practical, hands-on guidance tool needed to prepare students to make informed career decisions."

* "It is vital to continued vocational recruitment."

* "Because of the guidance it gives students toward future course and career selections."

* "Prevoctional education gives the student a chance to explore many fields and may serve as a trial and error arena which could save the student from making a costly error later in life."

Negative Reasons:

* "Because enrollment is low and there is so much competition for the student's time with band, art, chorus, reading, and vocational electives that the enrollment per class cannot meet the needs to operate some subjects, such as prevocational education, successfully. Prevocational classes should not be a required subject for each school but should be offered as an elective if student interest is enough to make the program practical to teach. We use a three teacher rotation system and we need about 60 students to make the program successful. Each year we have to enroll students into prevocational classes that do not choose to be there. A program should not operate under this type of class selection and enrollment process."

* "Students are asked to cover too much at an age when they are not ready to make lasting decisions."

* "Due to limited funding - we are unable to provide a quality program."

IMPORTANCE OF PREVOCATIONAL EDUCATION

Teachers' Opinions - Free Response Questions

Positive Reasons:

* "Prevocational education allows the student to become aware of career opportunities available in industry locally and nationally through exploration and hands-on experiences with tools, materials, and processes which will, to some degree, help him to develop an understanding of the value and dignity of work."

* "Because it is a great recruiting tool for vocational courses (T&I)."

* "We have a small percentage of students going on to college. It is very important that we stress prevocation and the world of work so when they leave school the students can be productive citizens."

* "It should help all students develop attitudes and personal qualities which should assist him or her in fulfilling his or her occupational role."

* "From viewpoint of teaching handicapped, it is extremely important that they learn to use their hands; learn importance of work; learn to use tools; learn to work with one another; learn discipline first at school and then in the world of work and some of the necessities of life -- this is to be governed by their limitations."

* "Students have little knowledge of what careers they want to pursue until they have had a chance to review the opportunities available in the different fields."

* "It helps one to understand and appreciate his environment and it offers a moderate degree of recreational value."

* "It helps us recruit students for our first year programs."

* "Besides helping those students who are going to work when they get out of high school, it also gives college bound students skills that could be used later in life to save money and also may help them get summer jobs."

* "If a prevocational program can be set up and required statewide such that all 9th grade students are exposed to at least 18 weeks of the program, some evidence of success might be forth coming. Within this program frame, the 18 weeks should be spent with at least three or more different vocational area teachers to better acquaint students with actual vocational training available."

* "Prevocational education enables the student to learn about himself and the world of work."

* "It introduces students to many areas of study and gives them a chance to have hands-on experiences."

* "Prevocational education is an integral part of the total educational program because it gives students a brief summation of various jobs and their requirements, and also covers the world of work which is important to all future employees."

* "Everyone should have an appreciation of work and its importance. If just one student is aided in finding the suitable job while in prevocational education that would keep them from switching later on and going through the 'sometimes bad experiences, etc.', then it has all been worthwhile."

* "It gives the students the opportunity to gain more, not just basic education but to learn how to work and get along with others in the occupation field."

* "The student has the opportunity to find where his or her abilities and interests are; therefore, he or she should develop a more positive attitude toward the vocation or trade in which he or she is enrolled."

* "Pre-vocational education helps students to make better choices in choosing a career. They develop skills which can be used in hobbies and learn to work safely."

* "Vocational education is the bridge between employment and unemployment. These students that have some concepts about work are those that would be most likely to succeed in the career of their choice."

* "To provide students an opportunity to explore the world of work; explore interest in various fields; to enable them to select area that best fits their interest and abilities at the vocational center."

* "Prevocational education offers areas to students that they would otherwise not be exposed to. This gives them an opportunity to contine into a field of their choice which they possibly would not have known to choose."

* "Prevocational education is an answer to a prayer. The students are able to build self concepts that they could never experiece in regular classrooms (due to lack of materials and large classes in the regular classrooms). Every penny spent on prevocational education is well spent. The students who once sat in the back of the room and could not understand what was going on is now experiencing the joy of doing something that he feels good about. He sees things that he creates with his hands and you better bet that that makes him feel good, needed and important. That to me is what it is all about."

Negative Reasons: :

* "Prevocational education is used as a filler for students that the academic teachers do not want. They are funneled in here; most or all cannot read or write nor comprehend the written word. They do not care about a vocation and do not wish to participate in any gainful activities."

* "With no equipment, supplies, or a facility to work in, it is pointless to try teaching prevocation. The only reason it is taught here is to satisfy state requirements."

* "Because of behavior problems with the students, I feel that this program is a waste of my time and the public's money. I have yet to meet a teacher who feels that it is a good use of the students' high school time."

* "I think the prevocational program should be taught in the middle school in my area because they (the students) will have some knowledge of vocational education before entering high school. In high school a student's mind is made up about the program they are interested in."

* "These students are still too immature to seriously absorb and utilize this information to any great extent."

* "Too much variation in ability, attitude, and appitude. Guidance needs to be stressed in all prevocational courses."

* "There are not many students returning to vocational subjects."

* "We have to make our students take the prevocational courses. They are not interested in prevocation. They prefer to go directly into a vocational course. They consider prevocational education a delay until they can get into a course that they really want."

* "At the young age we get prevocational students, they (9th grade) are not mature enough to think about jobs, money, etc. They still are looking for that first date. They don't realize the job opportunities that are available to them."

* "I think it is ridiculous to make boys come into an industrial sewing prevocational class against their desires. If they really want to do so, they should show a great interest; if not, it can and does present discipline problems."

* "There are not sufficient hands-on materials for areas other than business education. Prevocational education needs to be taught at a vocational school on a rotating basis."

* "We have 9th grade students in our program yet it is not until the 11th grade that they can go into our vocational programs and they have a lost feeling of being prepared and then have to wait a year before they can continue."

APPENDIX E

*TYPE OF CERTIFICATION

FULL TIME TEACHERS

Area	Number
Trade & Industry	28
Industrial Arts	23
Agriculture	10
Industrial Arts/Trade & Industry	7
Home Economics	6
Business & Office Education	2
Agriculture/Industrial Arts	2
Distributive Education	1
Agriculture/Trade & Industry	1
Distributive Education/Home Economics/ Trade & Industry	1
TOTAL	81

PART TIME TEACHERS

Area	Number
Trade & Industry	33
Agriculture	24
Home Economics	17
Industrial Arts/Trade & Industry	9
Business & Office Education	7
Industrial Arts	7
Distributive Education	3
Health Education	2
Agriculture/Industrial Arts	2
Distributive Education/Industrial Arts	1
Business & Office Education/Distributive Ed	1
Agriculture/Trade & Industry	1
TOTAL	107

*Nine teachers did not supply all information requested. Two teachers certified in trade and industry and one in industrial arts/trade and industry did not indicate whether they were teaching full-time or part-time. Three did not designate the area(s) in which they were certified. One full-time and one part-time teacher indicated that they were not certified in any area. Only one teacher did not respond to the questions.

APPENDIX F

INSTRUCTIONAL MATERIALS NEEDS
TEACHER PERCEPTIONS

Agriculture

28 Agriculture Production
17 Agriculture Sales and Services (1)
24 Forestry
30 Plant Propagation (5)
36 Ornamental Horticulture
30 Seed Germination (6)
20 Forestry, Seedlings
34 Electric Motors
17 Livestock Management
30 Soil Conservation

Health Education

20 Thermometer
21 Practical Nursing
20 Nursing Assistant (7)
16 Dental Assistant
14 Operating Room Technician
14 Respiratory Therapy Technician

Home Economics Education

20 Child Care Services
25 Restaurant
29 Weighing and Measuring
8 Finger Painting
21 Housing and Home Furnishings
17 Catering
19 Basic Cake Decorating

Marketing and Distributive Education

30 Cashiering
32 Mathematics for Basic Merchandising
14 Purchasing Fashion Merchandise
13 Fiber and Fabric Identification
12 Product Fact Sheet
11 Shadow Box Display
26 Advertising (9)
19 Marketing Functions
12 Fashion Show
14 Display
13 Wardrobe Coordination

Business and Office Education (10)

21 Vending Machine Accounting
14 Duplicating Clerical (8)
21 Business Communications (2)
24 Consumers (3)
30 Banking (4)
14 Commercial Mailing
11 Keypunch
20 Receptionist
16 Clerical
21 Calculators
14 Desk Accessories
12 Data Processing - Flowcharting
20 Payroll Accounting

Trade and Industrial Education

98 Safety
11 Cosmetology, Hair Care
79 Basic Electricity
28 Painting and Decorating
71 Small Engine Repair
52 Brick Masonry
53 Drafting and Design
47 Cabinetmaking
44 Auto Service Repair
26 Metal Working, Forging
24 Machine Shop
47 Small Appliance Repair
57 Power Mechanics
60 Building Construction
29 Sheetmetal
14 Industrial Sewing
33 Auto Mechanic--Electrical
25 Automotive Body Repair
10 Tailoring
38 Power Electricity
17 Textiles
31 Silk Screen Printing
46 Plumbing
49 Gas Welding
21 Radio and TV Repair
22 Electronics
14 Cosmetology, Skin Care
15 Commercial Art
16 Tile Setting
30 Reading an Architect's Scale
33 Block Masonry
28 Air Conditioning
17 Machine Shop
64 Arc Welding
22 Heating
16 Rubber Stamp, Graphic Arts
10 Weavers Knot, Textiles

World of Work

62 Employment & Am. Economic Systems
60 Money Mgt. - Financial and Credit
66 Personality Development
87 Choosing a Career
82 Education and Jobs
80 Interview and Working Relations

Other Areas of Need

_____
_____
_____
_____
_____